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QUESTIONS AND BIBLIOGRAPHY
TO ACCOMPANY

ECONOMICS

a search for patterns

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INTRODUCTION

This booklet contains a variety of questions related to ECONOMICS: A SEARCH FOR PATTERNS and an annotated Bibliography. The questions are intended as suggestions only. Some questions may be relevant to some or all of the students in your class, others may not be suitable. By placing these questions in a separate booklet the authors hope that this will enable the teacher to use, alter or discard any question with more ease than if they were located in the text.

After much deliberation the authors have rejected the temptation of suggesting how the text should be taught. Excellent guidelines for teaching Economics have been issued by many Departments of Education and these frequently give useful suggestions for the use of newspapers in the classroom, the use of government publications and such resource material as the Canada Year Book.

In addition to guidelines available from Departments of Education, resource booklets such as ECONOMICS: A Resource Booklet prepared by members of the Economics Subject Council of the Ontario Secondary School Teachers Federation contain many useful suggestions to assist the teacher in tailoring the subject to meet the needs and interests of his class, whether it be urban, rural, suburban or company town.

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Questions for Research and Discussion

The questions contained in this section are directly related to the textbook. Queries requiring research outside the book are prefaced with an R. Discussion questions are preceded with "Resolved: that...".

1/THE SCOPE OF ECONOMICS

1.1 Introducing economics pp. 9-16

- 1 List the economic factors which contribute to a nation's development.
- R 2 Briefly show how any three of these have affected the development of Canada. How, if any, have these factors changed in importance over the years? (from 1800 to the present)
- 3 Examine the resources maps on pages 92 and 93 and the land-use map on page 104.
 - a) Explain the relationship between railroad routes and resource deposits.
 - b) How many large population centres are close to resource deposits?
 - c) Account for this relationship.
- 4
 - a) Define (i) birth rate and (ii) death rate.
 - b) Using these definitions, explain (i) static population and (ii) growing population.
- 5 What are the effects on an economy if the population grows either too quickly or too slowly?
- 6
 - a) List the types of aid which Canada gives to poor countries.
 - b) Which type is preferable from the point of view of (i) Canada, (ii) the developing country? Explain each answer.
- 7 Resolved: that Canada should provide more economic aid to the developing nations of the world.
- 8
 - a) What are the three types of economic organization?
 - b) Which type(s) requires more complex political organization? Why?
- 9 How would you describe economic organization in each of the following countries: (i) Canada, (ii) U.S.S.R., (iii) China, (iv) France, (v) England, (vi) United States, (vii) South Viet Nam, (viii) Saudi Arabia?
- 10 Why might an Eskimo feel out of place in both the Soviet and Canadian

1.2 Democracy and the economy pp. 17-26

- 1 What is "capitalism"?
- 2 To what extent does Canada have capitalistic economy?
- 3 a) Define (i) "mercantilism" and (ii) "imperialism".
b) How are the two alike?
- 4 a) What does "laissez-faire" mean to an economist?
b) What is the difference between "laissez-faire" and "mercantilism"?
- 5 What is "socialism"? Briefly describe nineteenth century and twentieth century socialism.
- 6 In your opinion, what is the essential difference between a capitalist economy and a socialist economy?
- 7 Describe a "mixed economy". To what extent is the economy of Canada mixed?
- 8 Resolved: that it is better to live in a mixed economy than in a totally planned economy.

1.3 Totalitarianism and the economy pp. 27-40

- 1 What is a totalitarian state?
- 2 What conditions are likely to encourage the establishment of a totalitarian state?
- R 3 Compare the economic aspects of the war efforts of Germany and Fascist Italy on the one hand, and Great Britain and Canada on the other.
(Note: A useful book for a study of Nazi Germany is Albert Speer's Inside the Third Reich. Macmillan Co., 1970.)
- 4 Explain what Karl Marx meant by "communism".
- R 5 Describe communism as it is practiced today in the USSR, China, Yugoslavia and Cuba.
- 6 Why might a communist state be considered totalitarian?
- R 7 Compare the organization of the economy of Soviet Russia to that of Nazi Germany, noting the major similarities and differences.

1.4 Canadian democracy and the federal system pp. 41-56

- 1 Define "democracy".
- 2 What are the main features of democratic government in Canada? in the United States?
- R 3 The Soviet Union claims to be a democratic state. What is the basis of this claim? Why do you agree or disagree with this position?
- R 4 Draw an organization chart of the three levels of Canadian government. Indicate the powers that each has.
- 5 Discuss the relationship between the distribution of power among the levels of government and Canadian economic development.
- 6 Resolved: that the powers of the federal government in Ottawa should be increased.

2/THE ECONOMY OF CANADA pp. 57-64

- 1 Outline the methods of economic research used today.
- 2 What are the dangers of making economics too "scientific"?
- 3 What is an "economic model"?
- 4 How does the use of models aid economic research?
- R 5 Using the model on page 60 as a guide, develop a single model to illustrate the relationship between an increase in population in your own area and the number of meals served in your school cafeteria. What variables and what equations would you use? (It is not necessary to solve the model mathematically.)

2.1 Canada's national income pp. 65-82

- 1 Why has there been an increase in economic research in Canada since World War II?
- 2 Find a copy of a census questionnaire. How would it be used to aid economic research?
- 3 a) In general terms, what information is contained in corporate annual reports?
b) Why do these reports have to be published?
- 4 What is the purpose of national income accounts?

- 5 What are some differences between these accounts and the annual reports of industry?
- 6 In your own words explain how the national income is measured.
- 7 Explain why the statistics for total earning and total spending in the national accounts always emerge equal.
- 8 Examine the table, on page 75, of the Gross National Product of Canada for the years 1926-68. How do you account for the rapid growth in the early war years and the slowdown in 1953-54 and after 1956?
- 9 What are some sources and uses of personal income?
- 10 What are some sources of government revenue?
- R 11 In what area does the federal government spend the most? the least? Why?
- 12 How would you define poverty? What is accepted as the poverty line in Canada?
- 13 What is meant by "regional disparities"?
- R 14 Compare the distribution of wealth in each province with the climate, soils, vegetation and resources maps of Canada on pages 84, 88, 89, 92 and 93. Which factors seem to have most bearing on the unequal distribution of wealth among the regions of Canada?
- 15 How could the alleviation of regional disparities in Canada transform Canada's economic system?
- 16 What effects might a redistribution of power among the levels of government have on regional disparities in Canada?

2.2 The basis of national wealth pp. 83-104

- 1 In the eighteenth and nineteenth centuries the colonies were the suppliers of raw materials and the mother country concentrated on manufacturing and exporting finished goods. To what extent did both benefit?
- 2 Resolved: that the existence of the fur and fish industry in British North America kept Canada from joining the United States after the American Revolution.
- 3 Some people argue that the Great Wheat Boom in the early part of the twentieth century brought about the "takeoff" stage in Canadian economic development. Do you agree? Why?
- R 4 "Canada is unusually well endowed with resources." Use statistics to compare Canada's endowment with that of another country of similar population.

- R 5 List some of the reasons and provide examples to show why exploitation of natural resources lags behind their discovery.
- R 6 a) What are depletion allowances? How are they calculated at present?
- b) What are the advantages and disadvantages of a policy of generous depletion allowances to both the company and the taxpayer?
- 7 Resolved: that Canada should refrain from selling certain resources to U.S. companies and hold them for her own future use.
- 8 Name six ways in which resources are wasted in Canada.
- 9 The conservation of renewable resources and pollution control will result in increased costs which must be accepted as part of the burden of economic growth.
- a) What is pollution? Give four examples of the kinds of pollution that exist.
- b) What are the sources of these kinds of pollution?
- R c) What is the extent of these kinds of pollution in Canada today?
- R d) How should the costs of eliminating pollution be divided among industry, the consumer, local government, provincial government and federal government?
- R 10 Describe the effects of the introduction of electric power into your province.
- 11 Explain "power at cost".
- 12 What kinds of energy does Canada export?
- 13 Describe the development of one of Canada's energy resources.

2.3 The Canadian population pp. 105-200

- R 1 Using an atlas and population statistics, calculate
- a) the percentage of the Canadian population that lives within one hundred miles of the American border. Where is the greatest concentration of population? Why?
- R b) the percentage of the population that lives within one hundred miles of the American border on the west coast, the prairies, in Ontario, Quebec, and the Maritimes.

- 2 With specific reference to individual provinces, explain why an area with a small population can be said to be "overpopulated", and conversely why an area with a large population can be said to be "underpopulated".
- 3 For what reasons have the populations of Alberta and British Columbia grown faster than those of Manitoba and Saskatchewan?
- 4 Define "labour force".
- 5 Draw a bar chart to show the population of Canada from 1961-70. With a colored pen, indicate the proportion of the population which is in the labour force.
- R 6 How successful have the federal and provincial governments been in providing jobs for an expanding labour force? See the Financial Post, July 9, 1971.
- 7 What characteristics will the Canadian population exhibit in the next five years? Use the pattern of population growth as the basis for your answer.
- R 8 What effects will future population growth have on housing, on the health of old people, the toy industry, and educational enrolment at different levels?
- 9 a) Outline some of the economic and social problems that result from a rapid growth of cities.
- R b) Find material to show how countries like England and Sweden have attempted to avoid the problems of urban sprawl with planned satellite cities.
- 10 How can private industry and government co-operate in urban renewal?
- R 11 Supply evidence to support or to refute the following statement:
"Because of its large area and small population the costs of production and public services are high in Canada."
- R 12 List six cities (anywhere in the world) that are generally considered to be great cities. What are some features that they have in common?
- R 13 What is the present population of your city (town or region)? How does this figure compare with the statistics of 10, 40, and 75 years ago? If there have been boundary changes, choose a nearby town or city. Explain any changes in economic terms.

2.4 The production of wealth pp. 121-150

- 1 How did the traditional economist define "wealth"?
- 2 List and explain what is meant by the "factors of production" in the modern economy.
- 3 Which factors of production are scarce in Canada? Which are found in abundance?
- 4 In your own words, explain how profitable production results from the use of the factors of production.
- 5 What is meant by "primary", "secondary", and "tertiary" industry?
- 6 Explain what is meant by "vertical" and "horizontal" integration. Use the Aluminum Company of Canada as an example in your answer.
- 7
 - a) Identify four types of business organization.
 - b) Give some of the characteristics of each type of organization.
 - c) What are some of the advantages and disadvantages of each from the standpoint of (i) a person who wishes to become the producer of an item; (ii) a person who wished to invest some money in a business enterprise?
- 8 What are the advantages and disadvantages of being a partner as compared with those of being a shareholder?
- 9 Why is a corporation usually able to raise capital more easily than a single proprietor or a partnership?
- 10 What are some arguments against the existence of large corporations? Are these arguments well founded?
- R 11
 - a) It has been said that "the economic power of large-scale enterprises (e.g., General Motors) will be a menace to democracy unless or until checked by... organized pressure." Explain.
 - b) How would you propose to control large-scale enterprise? Explain why you think your proposal would work effectively.
- 12 What advantages does the size of the American economy have over Canada's economy with respect to research, inventions, markets, and mobility of capital?
- R 13 Would the Canadian economy and the Canadian consumer benefit from the splitting of large corporations either American or Canadian?
- 14 How do foreign companies control Canadian business?

- R 15 Should the Canadian government pass laws to restrict foreign ownership? Why? Would you apply this law to (i) banks, (ii) uranium mines, (iii) publishing firms, (iv) supermarkets, (v) drive-in restaurants, (vi) egg farms? Justify your position in each instance.
- 16 Compare the views of Safarian and Galbraith on foreign ownership of Canadian industries found on page 138. What are your views?
- 17 Explain what Galbraith means by, "In orthodox economic theory, the consumer is sovereign... Today the producer is sovereign." Use the car industry as an example in your answer.
- 18 On page 139 are the views of four notable Canadians concerning foreign ownership of Canadian industry. Do you agree with any of them or do you have a different opinion? Explain your position.
- 19 What are some of the cultural and economic consequences of north-south ties with the United States as opposed to the east-west ties within Canada?
- R 20 What are some of the ways in which the United States has been a boon and a hindrance to Canadian economic development?
- R 21 To what extent are Canadian political decisions influenced by the United States (e.g., selling tractors to the People's Republic of China)?
- R 22 Give some examples of federal government involvement in Canada's economy. List specific industries operated or regulated by the government.
- 23 Resolved: that federal government participation in the economy should be reduced.
- 24 Define "productivity".
- 25 Re-draw the two graphs at the top of page 146 on the same basis.
- 26 How is labour productivity calculated?
- 27 What is meant by "depreciation"? How do business firms calculate depreciation for taxation purposes?
- 28 What is the effect of "growthmania" on labour, business, and society?
- 29 Prime Minister Trudeau said, "During the seventies we should consider human needs before materialistic progress." What is your opinion of this statement?

2.5 Spending and saving pp. 151-166

- 1 What is meant by Gross National Expenditure?
- 2 What percentage of the GNE is spent by consumers, by government, and by business?
- 3 Define "disposable income".
- R 4 Assume that you are earning \$5000 gross income a year. Prepare a budget for yourself and indicate how much might be spent on food, shelter, insurance, savings, vacation, education, clothing, transportation, entertainment, dental care.
- 5 Give examples of what is meant by "services".
- R 6 What percentage of Canadian personal spending goes towards services? What sources account for most of the spending?
- 7 How do you explain the fact that there are more Canadians without running water than there are Canadians with television sets?
- 8 Resolved: that "the main function of advertising is to create desires, to bring into being wants that previously did not exist".
J. K. Galbraith.
- R 9 What evidence is there to support the view that producers, not consumers, decide what commodities will be available for purchase?
- R 10
 - a) What are the main sources of consumer credit?
 - b) When borrowing money, how should you choose whether to borrow from a bank or from a loan company?
 - R c) What different kinds of loans are available from banks?
 - d) The small loan companies and banks are regulated by the federal Small Loans Act which limits the rate of interest that may be charged on loans up to \$1,500. Examine the Act and determine the interest rate on loans of \$500, \$1,000 and \$1,500.
- R 11 What is the present level of consumer credit in relation to personal income as compared to the level fifteen years ago? Why is it so high?
- 12 How does consumer credit help the economy? What dangers does consumer credit pose for the Canadian economy?
- 13 Resolved: that debt can become a status symbol.
- 14 What will happen to the economy if "aggregate demand" is too low? too high?

- R 15 What consumer protection agencies exist in Canada today? How do they help the consumer?
- 16 What are personal savings?
- 17 For what reasons are pensions and life insurance policies considered forms of "savings"?

3/THE MODERN MONEY ECONOMY

- 1 What is the most important use for money?
- 2 a) What is "fiat money"?
- b) How does "fiat money" increase the effectiveness of an economic system?
- 3 When are cheques accepted as money while credit cards are not? When are credit cards more likely to be accepted than cheques?
- 4 Differentiate between long-term and short-term savings.
- 5 What should individuals take into consideration when establishing their savings program?
- 6 Define liquidity and yield.
- 7 Which of the following have a high yield? Which a high liquidity? In each case explain your answers. (Note: Consult your local newspaper to obtain some help in determining the answers.)
- a) trust company savings certificate
- b) savings deposit
- c) Canada Savings Bond
- d) Bell Telephone of Canada bond
- e) common shares in Hudson Bay Company
- d) second mortgage

3.1 Banking in Canada pp. 171-188

- 1 Why were banks established in the colonies of British North America?
- 2 How did banking spread in these colonies?

- 3 Why did colonial governments work to regulate banking?
- 4 Outline in point form those things which are considered to be banking assets and banking liabilities.
- 5 How do banks earn money?
- 6 a) How are banks regulated?
- b) List the rules by which Canadian banks must operate under the Bank Act.
- c) Why are these rules periodically changed?
- 7 a) Define "bank reserve".
- b) Why must banks keep these?
- 8 Resolved: "That Canadian banks are the safest financial institutions in this country."
- 9 How are credit unions organized and operated?
How do they differ from banks?
- 10 What functions do trust companies serve?
- R 11 Complete the chart below showing the financial intermediaries available to Canadians.

Type of Financial Intermediary	Types of Services Offered	Current Interest Rates

Example

- 12 Why was the Bank of Canada established?
- 13 What functions does this bank have?
- 14 How does the Bank of Canada influence the economy through its monetary policy?
- R 15 What is the constitutional relationship between the Government of Canada and the Bank of Canada?
- 16 Resolved: "That the Bank of Canada is not a useful institution."

3.2 Prices and exchange pp. 189-202

- 1 a) What are price controls?
- b) How did price controls affect the Canadian economy during the Second World War?
- R 2 Why is inflation a problem for all Canadian consumers?
- 3 a) Define "supply" and "demand".
- b) If the price of ball-point pens increases what will happen to the demand for them? To the supply of them? Explain each answer.
- 4 a) Define "price".
- b) How did the classical economists explain the determination of prices?
- c) What assumptions supported their theory?
- 5 How might changes in the prices of particular products affect other parts of an economy?
- 6 Outline in your own words how the classical economists explained the effect of price upon both individuals and the economy.
- 7 Resolved that: "Classical price theory does not work in the 20th century."
- 8 What costs affect the final price of a product?
(Explain each of the costs you mention.)
- 9 Give examples of the ways in which prices of three different kinds of products are determined in our Canadian economy.
- 10 Which prices fluctuate today?
- 11 What causes prices to rise?
- 12 a) Define "inflation".
- b) Outline in your own words the theories of "demand - pull" and "cost - push" inflation.
- c) How does inflation affect the whole Canadian economy?

- 13 What is a monopoly?
- a) How does a monopoly emerge? Is it legal to establish one? Explain.
 - b) Why does the government watch "price leaders"?
 - c) Resolved that: "Governments must restrict the power of price leaders in the interests of the electorate."
- 14 How do large corporations try to force price maintenance?
- 15 What can the government do to promote competition and hence encourage low prices in the market place?
- 16 a) What is a price index?
- b) Using the formula on page 199 work out a price index for a car, a portable radio, a record, and a sweater. Use last year as the base year. What happened to prices? How do you explain this?
- 17 a) What does par value mean?
- b) What is the current value of the Canadian dollar in terms of the American dollar?
 - c) How did the Canadian government control the price of the Canadian dollar from 1962 to 1970?
- 18 How does the IMF help trading nations?
- 19 a) How does the price of the Canadian dollar affect imports? exports?
- b) Why are fixed exchange rates preferred by importers and exporters?
- R 20 If the Canadian dollar were allowed to "float freely", the rate to be established by supply and demand:
- a) What would happen to the price of the Canadian dollar if the demand increased?
 - b) How would this affect imports? exports?
 - c) In what ways might the economy be affected?

3.3 International trade pp. 203-219

- 1 Why do countries engage in international trade?
- 2 What barriers exist against this type of trade?
- 3 Explain the difference between absolute advantage and comparative advantage.
- 4 How has Canada suffered from international trade?
- 5 What problems face nations trading in agricultural products?
- 6 How does the Wheat Marketing Board operate in Canada?
- 7 In what ways might the Canadian government help importers and exporters? Why might they do this?
- 8 Why is international trade important for the economic development and well-being of some nations and not others?
- 9
 - a) What are tariffs?
 - b) Why are they imposed?
 - c) Whom do they benefit?
- 10
 - a) How did foreign companies react to the "National Policy"?
 - b) Did the National Policy aid or hinder Canadian development? Why?
- 11
 - a) Why did Canada and the United States establish a tariff free automobile agreement?
 - b) What are some of the effects this has had upon the Canadian economy?
- 12
 - a) What is the GATT?
 - b) How does it operate?
- 13 Resolved that: "Canada should remain free of the European Common Market."

3.4 Taxes pp. 220-240

- 1 Why have taxes increased? What is the relationship between social demands and taxation?
- 2 Outline in point form the historical development of taxation in Canada.

- 3 How has taxation shifted the development of huge fortunes from individuals to corporations?
- 4 Suggest three ways in which a government can influence the economy by its taxation policy?
- 5 Account for the growth of taxation on income and sales in the 20th century.
- 6 Differentiate between direct and indirect taxation.
- 7 List the "earmarked" taxes which Canadians pay at present.
- 8 What must a government consider before changing its taxation structure?
- R 9 Outline the effects upon the Canadian economy if the federal government placed a tax upon all television sets found in private homes.
- 10 What is the excess profits tax? Why and when has it been used?
- 11 Define capital gains tax. What are the advantages and disadvantages of such a tax?
- 12 Resolved that: "A capital gains tax is a necessity for the development of the Canadian economy."
- 13 What is progressive taxation? Why is it used in Canada?
- 14 What is a regressive tax?
- 15 Differentiate between tax deductions, tax exemptions and tax credits.
- 16
 - a) Read the Carter and Benson tax proposals on page 231. Explain each item in your own words.
 - b) How were these proposals reflected in the 1971 Budget?
 - c) Draw up your own proposals for tax changes and give reasons for your position.
- 17 What are the sources of tax money collected by each level of government?
- 18 Explain the way in which tax revenue is shared between the federal and provincial governments in Canada.
- 19 Resolved that: "Provinces should collect all of their own taxes and do with them as they see fit."
- 20 Define fiscal policy.
- 21 What is a business cycle?
- 22 Explain Keynes theory about the business cycle. Does his theory work?

4/THE INDIVIDUAL IN THE ECONOMY

4.1 The Individual In The Labour Market pp. 243-258

- 1 Which classes were represented in the British Parliament in 1660 and 1760?

What economic interests did they represent?

Why do you think they passed laws to guide the economy?

- 2 Prepare a short research paper on Adam Smith and his economic ideas. Consider the following points in your paper:

- a) the economic condition in Adam Smith's time,
- b) the social and economic class to which Adam Smith belonged,
- c) his basic ideas on economic freedom.

- 3 Adam Smith proposed "free competition" (laissez-faire) as a way of making England prosperous.

- a) What did laissez-faire involve?
- b) How was prosperity to result from this policy?
- c) What immediate effects did Britain's adoption of this policy have on its i) industry, ii) rural and urban society?
- d) What longer-term effects did Britain's economy and society feel as a result of laissez-faire?

- R 4 How did free trade affect the Canadian colonies?

- R 5 Why did British politicians and businessmen adopt Smith's ideas? (Compare the composition of the British Parliament in 1840 with that of 1760 for a clue to the government's reasons for accepting this policy.)

- R 6 Is there any relationship between parliamentary representation and economic activity?

- R 7 Why do some people prefer to own their own businesses? You might interview the local store owner or businessman. What problems do these people have?

- 8 Explain i) ownership, ii) management. Why has management become separated from ownership in our economy? How is this separation accomplished?

- 9 Who is considered part of labour?

- 10 Why has labour traditionally been weaker than management?
- 11 Resolved: that housewives and househusbands should be considered part of the labour force of Canada.
- R 12 Apply the laws of supply and demand to the free labour market. Do these laws explain the way the labour market really works? Explain your answer.
- 13 a) What is meant by labour mobility? What enables labour to be mobile? Why do workers often find it difficult to move?
- b) Should the government of Canada force people to move from an area of regional unemployment to a region where jobs exist? Explain.
- R 14 How does the Canadian government help labour to be mobile?
- 15 Define unemployment. What are the causes of unemployment?
- 16 Consider the four basic types of unemployment under the following headings: i) definition, ii) areas of the labour force affected, iii) causes, iv) possible remedies.
- R 17 What are some of the social and psychological effects of unemployment?
- R 18 How do economists define "full employment" in Canada?
- R 19 What is the present rate of unemployment in Canada? What is the present rate in your city (town, region)? How does this compare with the national figure? Try to explain your local unemployment situation.
- 20 What can the individual do to decrease the likelihood of his or her unemployment?
- 21 How does each of the following work to avoid unemployment: i) unions, ii) management, iii) government?
- 22 Resolved: that government action is necessary to prevent unemployment.

4.2 Employees and their organizations pp. 259-287

- R 1 How many people belong to labour unions? What percentage is this of the total labour force? How does this compare with the situation in England? the United States? Why do more Canadians not belong to unions?

- 2 What common problems did American and British unions in the early nineteenth century face in their drives to organize the workers? How did the unions overcome the workers' opposition?
- 3 Why did early Canadian unions--those of the period 1815-72--find it difficult to operate freely?
- 4 Why did labour organizations become involved in Canadian politics?
- 5 What British- and American-union influences were evident in the development of Canadian unions?
- 6 Why was the Trades and Labour Congress of Canada established?
- 7 How did industrialization affect the growth of the labour movement in Canada?
- R 8 What caused the Winnipeg General Strike? Why did the various governments intervene? Name other general strikes that have occurred in Canada. Why have they been unsuccessful?
- 9 Resolved: that governments should intervene to stop all strikes.
- 10 What fears were expressed at the early growth of American union influence in Canada? Why do you think these fears were ignored?
- 11 Why did a strong sense of being "labour" not develop in Canada as it had in Britain?
- 12 What is the "Rand Formula"?
- 13 How did unions and management react to the Rand Formula? Why?
- 14 Does the CNTU differ from the CLC in aims and methods?
- 15 Why have service workers tended to strike more in the sixties than in the earlier decades of the 20th Century?
- 16 Resolved: that workers in service industries should not be allowed to strike.
- R 17 What happened in Montreal when the city's police went on strike?
- 18 Define the different kinds of "arbitration".
- 19 Recently the international president of the United Auto Workers, with headquarters in the United States, left Canada after rejecting the offer of the Canadian president of General Motors. He proceeded to talk with the president of General Motors of the United States about settling the strike in Canada.

- R a) Should an American company be involved in negotiations concerning its Canadian counterpart?
- R b) How can Canadian unions work to avoid such situations as American involvement in Canadian labour-management disputes? (Think of the consequences of your proposed solution.)
- 20 Simulation: Have the class choose a union which is to become involved in a labour-management dispute. Divide the class into a small management team, and designate the rest of the class as union members. Have the union members elect a negotiating team. Establish the areas of contention--i.e., wages, fringe benefits, etc. Have each draw up its demands and counter demands. Let the union and management teams meet as a group in front of the class and have them discuss their proposals. Do not let the body of the union participate. They should, however, be prepared to describe and analyse what they saw, and then discuss the process. (Use the procedures outlined on pages 286-87.)

4.3 Social security pp. 283-311

- 1 How did early societies provide for those who could no longer contribute to that society?
- 2 What element brought about changes in these early attitudes?
- 3 Why did private charities in Europe in the eighteenth and nineteenth centuries fail to help the poor significantly?
- 4 Why has Canada lagged behind Europe in providing social welfare?
- 5 What is meant by "social security"? Is it really free? Explain.
- 6 Why have governments tended to increase social welfare programs?
- 7 Outline the various social security programs in existence in Canada under the following headings: i) program title, ii) reasons for its development, iii) coverage and contributions, iv) operations, v) disadvantages, vi) is it contributory, non-contributory, vii) universal.
- R 8 Many of our social security schemes involve federal-provincial problems. What does the British North America Act state about responsibilities of each government level concerning social welfare? Why has the federal government rather than the provincial governments initiated most social welfare programs? On what grounds may a province opt out of a national scheme? Why might a province, such as Quebec, wish to oppose these schemes?
- R 9 What social welfare programs exist in your community? How does your local community meet the economic demands of its social welfare commitments?

- R 10 What is a "guaranteed annual income"? Should this social security measure be instituted in Canada? Why?
- 11 Resolved: that social welfare schemes drain the individual of his freedom and initiative and hence should be decreased.

BIBLIOGRAPHY

This bibliography lists books which the authors of this manual have found most useful. The first section contains books which will help the novice economics teacher learn something about the subject matter. The second part lists articles which may provide teachers with new ideas for teaching economics. The final section is a collection of publications which the authors have used in the classroom.

A. Teachers' textbooks

Heilbroner, Robert L., The Economic Problem. Prentice-Hall, 1968. 652 pp.
This book embodies three of the author's works in one volume: The Wordly Philosophers, Understanding Macroeconomics, and Understanding Microeconomics. This book is useful to the teacher searching for an easy-to-read basic economics textbook. Chapters are followed by summaries and questions. A separate workbook is also available.

Robinson, Marshall A., Morton, Herbert C., and Calderwood, James D., An Introduction to Economic Reasoning. Anchor Books, 1962. 298 pp.
This paperback is a simple introductory overview of economics written specifically for the layman.

Samuelson, Paul A., and Scott, Anthony, Economics: An Introductory Analysis. McGraw-Hill, 1966. 902 pp.
Most consider this book to be the standard introductory textbook for economic students. A separate workbook is also available.

B. Methodology

Consumer Education: Its New Look. Bulletin of the National Association of Secondary School Principals, No. 231 (October, 1967).

Economic Understanding: Continuing Quest in Secondary Schools. Bulletin of the National Association of Secondary School Principals, No. 304 (November, 1965).

Craft, Julian H., "Grade Twelve Economics".
The Canadian Journal of History, Vol. 2 (April, 1967) pp. 27-33.

"Economic Education". Social Education, Vol. XXX, (April, 1966).

Martin, Richard A., and Miller, Reuben G.,
Economics and its Significance. Ohio, Charles E. Merrill Books, 1965. 165 pp. This slim paperback is a useful handbook for teachers. It provides both a good summary of economic theory and, in the final chapter, many useful ideas on how to teach the subject.

Trimble, W. B. S. "Teaching Economics". The Canadian Journal of History, Volume 2 (April, 1967), pp. 27-32.

**C. Students' reference books and texts
(other than generally approved texts)**

Armstrong, Muriel, The Canadian Economy and its Problems. Prentice-Hall, 1970. 257 pp.

This book presents contemporary economic problems of Canada, explaining the basic economic principles involved and offers some solutions. For the better student.

Boardman, Jr., Fon W., Economics: Ideas and Men. N.Y. Walck, 1966. 133 pp.
An easy-to-read outline of economic principles and their originators.

Dhalla, N. K., These Canadians: A Sourcebook of Marketing and Socio-Economic Facts. McGraw-Hill, Toronto, 1966. 749 pp.

An excellent source of data for both students and teachers. The statistics may be dated somewhat but the book is still very useful.

Dominion Bureau of Statistics, Canada Year Book. Ottawa. Queen's Printer.
Published annually.

The best compendium of Canadian statistics available.

Ebenstein, Williams, Today's Isms: Communism, Fascism, Capitalism, and Socialism. New York. Prentice-Hall, 1962. 243 pp.

A good comparative economic - political - social study of four basic philosophies which grip our world.

Economic Council of Canada, Annual Reviews. Ottawa. Queen's Printer.
Published annually.

Useful government publications for the economics classroom. Provides students with insights into Canadian economic problems and planning.

Galbraith, J. K., The Great Crash of 1929. Houghton Mifflin Company, 1961. 212 pp.

This standard interpretation of the causes and immediate consequences of the Wall Street Crash is useful for the better student.

Galbraith, J. K., The New Industrial State. Houghton Mifflin Company, 1967. 427 pp.

A provocative look at the capitalistic system. Teachers and students would find the author's views interesting and a source for discussion topics.

Clifford, L. James, Principles of Economics. New York. Barnes and Noble, 1962. 367 pp.

An outline of economic principles in understandable language.

Macdonald, Kenneth J., and Dixon, K. Douglas, Money and Business W. J. Gage, 1969. 246 pp.

A useful introduction to the Canadian business scene written for secondary school students.

- Magder, Beatrice, Winnipeg General Strike. (Canadian Issues). MacLean-Hunter, 1969. 48 pp.
This booklet is designed to raise questions concerning the right to strike and the consequences of such action. A useful publication for provoking student research and discussion.
- Massialas, Byron G., and Zevin, Jack, Economic Organization. Rand McNally and Company, 1969. 88 pp.
An inductive approach to economic organization. It makes use of both written and visual materials. A teacher's guide is also available.
- Newman, Peter C., Flame of Power, Toronto. McClelland and Stewart, 1959. 257 pp.
A very readable series of biographical sketches of Canada's greatest businessmen from Sir Herbert Holt to E. P. Taylor.
- O'Brien, J. W., Canadian Money and Banking. McGraw-Hill, 1965. 340 pp.
A clear explanation of the intricacies of our money and banking systems. Basically a teacher's reference, but the better student should experience little difficulty with selected chapters.
- Ontario Department of Economics and Development, The Economic Process. Ontario. Queen's Printer, 1967. 77 pp.
A concise outline of the basic economic principles with Canadian applications. Contains good diagrams.
- Reddin, W. H., Successful Spending, Saving and Investing. McGraw-Hill, 1965. 400 pp.
This book is a practical guide for the layman trying to cope with day-to-day and long-range personal finance.
- Reid, Timothy E., (ed), Contemporary Canada: Readings in Economics. Toronto. Holt, Rinehart and Winston, 1969. 435 pp.
The only book of readings in the field of economics aimed at the senior student. A teacher's manual is available.
- Piddell, Barry, Economic Nationalism. (Canadian Issues). Toronto. Maclean-Hunter, 1969. 52 pp.
This slim booklet, like the others in the series, is designed to raise questions for student discussion and analysis.
- Sloan, Harold S., and Zurcher, Arnold J., A Dictionary of Economics. Barnes and Noble, 1957. 356 pp.
A handy reference book and simple guide to economic terminology.
- Wibberley, Leonard, The Mouse on Wall Street. William Morrow and Company, 1969. 159 pp.
A highly amusing and informative novel about the economic principles and practices behind international finance.

D. Other sources : newspapers and periodicals

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Maclean's Magazine
The Canadian Magazine (a Saturday insert of the Toronto Star)
The Financial Post
The Globe and Mail (Report on Business section)
The Labour Gazette (Department of Labour, Ottawa)
The New York Times (Sunday edition)
Time Magazine
U.S. News and World Report
Weekend Magazine (a Saturday insert of The Globe and Mail)
World Affairs for Students of Current Events,
(Order from: World Affairs, 705 Yonge Street, Toronto 5.)

FREE MATERIALS AVAILABLE TO SCHOOLS

A. Canadian bank letters : monthly

Business Review: Bank of Montreal, P.O. Box 6002, 129 St. James Street,
West, Montreal 126.

Commercial Letter: Canadian Imperial Bank of Commerce, 25 King Street,
West, Toronto 105.

Monthly Letter: The Royal Bank of Canada, Place Ville-Marie, Montreal.

Monthly Review: Bank of Nova Scotia, 44 King Street West, Toronto 1.

B. American bank reviews : monthly

Business in Brief: Chase Manhattan Bank, Economic Research Department,
1 Chase Manhattan Plaza, New York, N.Y. 10015.

Federal Reserve Bank of Kansas City, Research Department, Kansas
City, 64016.

Federal Reserve Bank of St. Louis, P.O. Box 442, St. Louis, Mo.
63166.

C. Pamphlets

A Source of Financing for Canadian Business: Industrial Development Bank,
250 University Avenue, Toronto.

Booklet on Bank Services: Bank of Nova Scotia, 44 King Street West,
Toronto 1.

Company Reports. The Financial Post, 481 University Avenue, Toronto 101.

Consumer Communique: Consumer Service and Information Branch, Department of Consumer and Corporate Affairs, P.O. Box 99, Ottawa.

How to Profit from Facts: Information Bureau, Dominion Bureau of Statistics, Ottawa.

Industry (a monthly review): Canadian Manufacturers' Association, 67 Yonge Street, Toronto.

Keeping our Money Healthy: Genuine or Counterfeit? Money and Economic Balance; Money, Master or Servant? Open-Market Operations; The Money side of "The Street"; The Story of Checks, all from: The Federal Reserve Bank of New York, N.Y. 10045.

News Letter: Canadian Chamber of Commerce, 300 St. Sacrement Street, Montreal 1.

Steelways: American Iron and Steel Institute, 150 East Forty-Second Street New York, New York 10017.

Kruger, A., Trade Unions and Collective Bargaining in Canada, Canadian Labour Congress, (Designed for secondary school students) 15 Gervais Drive, Suite 206, Don Mills 403, Ontario.

The Price System: Unemployment in Prosperity - Why?; The Mystery of Economic Growth; Gold; Automation; The New Poverty; The National Debt, all from: Federal Reserve Bank, Publications Division, Philadelphia, Penn. 19101.

You and the Investment World, Teaching Aids, New York Stock Exchange, 11 Wall Street, New York 5, N.Y.

D. Kits

Canadian Bankers' Association, P.O. Box 282, Royal Trust Tower, Toronto-Dominion Centre, Toronto 111. Includes booklets and filmstrips about banking in Canada.

The Canadian Life Insurance Association, Educational Division, 44 King Street West, Toronto. Includes pamphlets and filmstrips about life insurance.

Toronto Stock Exchange, 234 Bay Street, Toronto. Includes booklets and display materials about stock exchanges in Canada.

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